

**U.S. Department of Education**  
**2009 No Child Left Behind - Blue Ribbon Schools Program**

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Type of School: (Check all that apply) ☐ Elementary ☐ Middle ☒ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☒ Magnet ☐ Choice

Name of Principal: Mr. David Gordon

Official School Name: Pompano Beach High School

School Mailing Address:  
600 NE 13th Ave  
Pompano Beach, FL 33060-6514

County: Broward State School Code Number\*: 0185

Telephone: (754) 322-2000 Fax: (754) 322-2130

Web site/URL: www.pompanobeachhigh.com E-mail: david.gordon@browardschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. James Notter

District Name: Broward County Public Schools Tel: 754321000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mrs. Maureen S. Dinnen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:	<u>143</u>	Elementary schools
	<u>41</u>	Middle schools
	<u>0</u>	Junior high schools
	<u>30</u>	High schools
	<u>49</u>	Other
	<b><u>263</u></b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 6976

Average State Per Pupil Expenditure: 6931

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 3 Number of years the principal has been in her/his position at this school.

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9	174	164	338
2			0	10	131	183	314
3			0	11	108	175	283
4			0	12	151	176	327
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1262

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
4 % Asian
26 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
54 % White
2 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 0 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	6
(4)	Total number of students in the school as of October 1.	1262
(5)	Total transferred students in row (3) divided by total students in row (4).	0.005
(6)	Amount in row (5) multiplied by 100.	0.475

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 6

Number of languages represented: 24

Specify languages:

Russian, Arabic, Romanian, Turkish, Afrikaans, Spanish, Portuguese, Polish, Tagalog, Haitian Creole, French, Greek, Hungarian, Italian, Korean, Thai, Vietnamese, Chinese, Swedish, Croatian, Serbian, Bulgarian, German, Lithuanian

9. Students eligible for free/reduced-priced meals: 31 %

Total number students who qualify: 388

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 10 %

Total Number of Students Served: 121

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>61</u>	<u>1</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>1</u>
Support staff	<u>20</u>	<u>0</u>
Total number	<u>92</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 25 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	97%	96%	96%
Daily teacher attendance	99%	98%	99%	98%	97%
Teacher turnover rate	6%	5%	6%	7%	6%
Student dropout rate	1%	1%	1%	1%	1%

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	327	
Enrolled in a 4-year college or university	86	%
Enrolled in a community college	11	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	2	%
Other (travel, staying home, etc.)	1	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Pompano Beach High School is an all-magnet public high school that provides a nurturing environment where a diverse group of students build a foundation for academic excellence and sound moral character. As an integral part of that objective, we teach our students to have a greater understanding and appreciation for other people and cultures, help our students develop into valuable global citizens and encourage them to view their world from a more universal perspective.

PBHS is a relatively new school, having re-opened in 1997 as an all-magnet high school after being closed for nearly a dozen years. Since that time, our aim has been to infuse technology and our international theme throughout the curriculum. We operate using a unique 4 + 1 block schedule. All students attend school Monday - Thursday from 7:05 am to 3:05 pm. Each block is 105 minute long, allowing teachers to use project-based learning and to cover their subject in great depth. Fridays provide students with an opportunity to attend optional remedial classes, college dual-enrollment classes, FCAT camp and various club & sports activities. We feel strongly that this schedule has helped us achieve our goal of being an "A" rated school.

We've incorporated technology into student curriculum by providing training for all teachers in the use and application of the latest software and hardware. The Digital Education Teacher Academy (DETA) is a graduate-level course where teachers are immersed in hands-on experiential activities designed to improve student achievement in reading, mathematics, and science. Teachers also learn how to use that technology to infuse our international theme into their curriculum. Educators master strategies for integrating technology that can be incorporated into daily practice. DETA 2 offers teachers an opportunity to discover additional instructional techniques for infusing technology and our theme throughout their curriculum using such software and hardware as iPhoto, Movie Maker, iMovie, digital cameras, podcasting and Garage Band. More than 80% of PBHS teachers are DETA 1 and/or DETA 2 certified.

The school is equipped with five PC labs and five Mac labs, allowing our students to work effectively in both platforms. In addition, we have nine wireless laptop carts and three iPod carts that are shared among our seven departments and the media center.

We are very proud of the fact that our students have earned the school an "A" grade for the last seven years and that we have met AYP for the last three years. 98% of last year's senior class was accepted to and attend a two or four year institution. These graduates earned an average of nearly \$10,000 in scholarships. Although many of our students attend in-state colleges, such as the University of Florida, Florida State University and the University of Central Florida for financial reasons, we are seeing an increasing number of students who are applying and being accepted into some of this country's most prestigious universities and colleges. We have recently placed students at Harvard, Purdue, Georgetown, M.I.T., Brown and the University of Michigan to name a few.

We have established numerous partnerships within our community, two of which, our partnerships with HSBC Bank and the Florida Panthers Hockey Club, are recognized in the publication *Going Global: Preparing Our Students for an Interconnected World*, published worldwide by the Asia Society.

Our students have the opportunity to experience the global community through a number of unique projects, many of which are described below. In addition, PBHS will have students participating in the Rotary Youth Exchange program, spending their junior year studying in another country. In order to encourage such exchanges, these students will receive full credit for their study abroad. We will be offering Mandarin Chinese as part of our world languages program and piloting the use of Rosetta Stone language software in our Global Studies classes, where students will have the opportunity to study the language and cultures of at least five countries, spanning five continents.

The school has earned numerous awards: selection as an Apple Distinguished School, the Ethyl Percy Argus Award for Innovation in Education, the Magnet Schools of America School of Excellence Award, a semifinalist of the Goldman Sachs/ Asia Society Prize for Excellence on International Education, and, of course, the State of Florida Blue Ribbon School of Excellence.

Our students have also excelled individually, earning numerous awards and recognition for both regional and state world language competitions, community service projects, marching band and drum line competitions, and literary and art fairs. We have also begun to nurture candidates for the prestigious Silver Knights Award, presented annually by the Miami Herald for outstanding community service and academic excellence.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Over the last five years, Pompano Beach High School has made significant learning gains in the core areas of reading and math. The Florida Comprehensive Assessment Test (FCAT) is a statewide test administered to all public school students to ascertain information about student mastery of the state standards. The FCAT results are reported according to proficiency levels.

Students' proficiency levels can range from a Level 1 to a Level 5, Level 1 being the lowest and 5 being the highest achievement level. A Level 3 designation means that the student has met the state's standard in that subject. In 2004, 57% of our 9th grade students scored at a Level 3 or above on the reading FCAT Test. By the 2008 FCAT reading test, 86% of our 9th grade students earned a Level 3 or above, an increase of 51% since 2004. In 2004, 49% of our 10th grade students scored at a level 3 or above; by 2008 that number increased to 73%, an increase of 49%. The increase in student achievement in reading in both grade levels over a 5-year period exceeds the state's average increase of 14 percentage points for 9th grade students and 4 percentage points for 10th grade students over the same five-year period.

In mathematics, the number of 9th grade students meeting proficiency levels increased by 10 percentage points, and the number of 10th grade students meeting proficiency levels increased by 11 percentage points. The increase in student achievement in mathematics in both grade levels at our school over a 5-year period equalled or exceeded the state's average. We equalled the state's increase of 10 percentage points for 9th grade students and exceeded the state's average increase of 6 percentage points by an additional 5 points for 10th grade students over the same five-year period. All sub-groups at PBHS met the state's criteria for Adequate Yearly Progress (AYP). The state has not yet met its own criteria for AYP.

Information for Pompano Beach High School can be found at the Florida Department of Education website at <http://schoolgrades.fldoe.org>. From this page, you can select a school grade report, AYP report, school improvement rating, school report card, as well as district-level and state-level reports. Pompano Beach High School is located in Broward County.

### 2. Using Assessment Results:

Data is utilized at Pompano Beach High School to analyze and enhance every aspect of teaching and learning. The research based strategy known as the "Eight Step Process" provides a framework and contains the following steps:

1. Data Disaggregation
2. Create an Instructional Timeline
3. Determine Instructional Focus
4. Assessment
5. Tutorials
6. Maintenance
7. Enrichment
8. Monitoring

Data from the State Assessment Test (FCAT) are disaggregated and objectives for improving student achievement are identified. These objectives are ranked from weakest to strongest. The objectives are prioritized on a site calendar that is developed collaboratively with instructional leaders from each department.

The instructional time lines are publicized to teachers, students and parents. Using the time line, a series of content specific instructional focus lessons are developed. The instructional focus lesson is taught with the

objective clearly displayed and with the teacher referring to that objective during instruction. A mini-assessment is given at the end of the designated time frame to identify the students who have mastered the objective and those who did not master the objective. Tutorials are used to re-teach objectives that are not mastered. Tutorials occur in each classroom as appropriate. If an objective must be re-taught, teachers differentiate instruction by utilizing technology and incorporating mini-lessons targeted to the standard needing mastery. Extended learning opportunities are also provided for students who still require assistance.

Our after-school tutorial sessions and our Academic Achievement Academy on Fridays are available to all students. Maintenance and enrichment opportunities are provided for students who have mastered the standard. Enrichment activities include Tornado Time-Out (sustained silent reading block in all classes), project-based learning activities, weekly vocabulary building activities and FCAT Explorer (an Internet-based FCAT prep site). In addition, the information gathered is used to design on-site professional development addressing areas of weakness evident during data analysis. Student assessment data is readily available on-line to parents. During collegial conversation sessions, teachers review student assessment data and share best practices to optimize instruction for all subgroups.

### **3. Communicating Assessment Results:**

Student assessment is a very important indicator of student learning and the quality of instruction. To this end, we have designed a system to communicate our students' assessment performance to students, parents, and the community at large. Pompano Beach High produces an on-line newsletter every four to six weeks. Currently there are in excess of 1,200 parent, student and community subscribers. The newsletter highlights our students' performance on the state assessment test and on the locally administered mini-benchmark assessment test, along with other school news and upcoming events.

Our school website, [www.pompanobeachhigh.com](http://www.pompanobeachhigh.com) is also used to communicate our assessment results to our parents and the community. We have a very active PTSA group that meets regularly and discusses student performance data. The School Advisory Committee (SAC) is responsible for the implementation of the school improvement plan. The monthly meetings are attended by parents, community members, teachers, and student representatives. The results of our school-wide assessments are presented by school personnel. The SAC team determines if the results are on target to meet our school improvement goals. The group makes recommendations of any corrective action that needs to be made and allocates resources to meet the goals.

Pompano Beach High has established partnerships with various government, professional, and residential organizations. School administrators attend organization meetings and share information about our students' performance. Open house and parent nights are used to communicate student assessment results to parents. At these events, representatives from the guidance department, faculty, and administration answer specific questions regarding each student's assessment data and their personal development in class.

### **4. Sharing Success:**

Our principal, Mr. David Gordon, has been honored as a finalist for Innovative Principal of the Year, awarded by the Florida Council of Instructional Technology Leaders. He has presented the successful integration of innovative technologies across the curriculum to a vast array of educators through varied means: e.g., presentations at FETC (Florida Educational Technology Conference), a podcast on the Apple Learning Interchange, and online learning blogs for numerous owned communities. Faculty members share lesson plans, teaching tools, and inventive ideas on personalized websites accessible to all interested educators. They also present their original work at national educational conventions attended by instructional leaders. Administrators and teachers from all over the world visit the unique campus to view the outstanding practices of the diverse and talented faculty, staff, and students. Skype has allowed a partnership with a high school in Turkey where Pompano Beach students share their expertise with their Turkish counterparts as they together create an original website. The F.I.R.S.T. (Freshmen Institute Reaching Success as Tornadoes) program, designed to ensure the

successful transition of incoming ninth grade students, has been featured at the district level to showcase inventive ways to communicate with a 21<sup>st</sup> Century audience for little expense.

The official school website, [www.pompanobeachhigh.com](http://www.pompanobeachhigh.com), is filled with information about the numerous and varied accomplishments of the school: e.g., U.S. News & World Report Silver Medal Winner, Apple Distinguished School, AG&H Education Site Award. From this site, interested readers can visit other Golden Tornado links to learn about additional successes with specialized programs: e.g., [pbhsjrotc.com](http://pbhsjrotc.com) highlights the Junior ROTC program, [pbhsglides.net](http://pbhsglides.net) showcases exceptional work from project based learning, [pbhsfirst.org](http://pbhsfirst.org) spotlights an outstanding ninth grade student and staff member. Alumni have a special guest book on the school's website that allows students from the past, including current and retired teachers all over the world, to always be a part of the Golden Tornado family.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Pompano Beach High School is a fully comprehensive magnet high school with all students following a rigorous college prep curriculum. Our International Affairs with Informational Technology magnet requires all students to complete a minimum of four credits in each of the core areas, English, math, science, and social studies, as well as three credits in both world languages and in one of our three course sequences: international business, web design, or computer programming.

Classroom teachers deliver curriculum using diverse pedagogical methods, infusing the most updated technology into academic presentations in order to effectively teach each student. These advanced digital educational strategies help to maintain student focus. Ten computer labs and a full production studio are available for our technology, television, and journalism programs. Laptop carts are accessible to all classes. Our teachers include Promethean boards, iPods, iMovies, and online school blogging sites as a regular part of instruction.

The English curriculum covers world, American, and British Literature, drama, journalism, creative writing, SAT prep, speech, and television production. All courses are college prep, and honors levels are provided for English I-IV and Journalism. AP classes include AP English Language and AP English Literature while numerous students take Dual Enrollment English Composition I & II and public speaking. Academic clubs, competitions, and literary fairs encourage and promote student creativity.

Math courses are required for all grade levels with ninth grade students taking two maths. Students must complete at least one math class each year, including their senior year. Honors math is offered for all levels in Algebra I, geometry, Algebra II, trigonometry, precalculus, and calculus. Both AP Calculus AB & BC are encouraged for juniors and seniors. Students also take Dual Enrollment College Algebra and College Calculus. AP exam scores on both Calculus AB & BC exams are among the highest in the nation. Extra-curricular activities include the Math Honor Society and math competitions.

All students are required to take four science courses including biology, chemistry, and physics. Each of these courses is offered on an honors level along with anatomy & physiology, marine science, AP Biology, AP Chemistry, and AP Physics. Students participate in the SECME science program, the Green Team, the Robotics Club, as well as numerous academic competitions and fairs.

The Social Studies curriculum is diverse, with an emphasis on international relations, finance and law. Students take a minimum of four courses with honors available in global studies, world history, American History, government & economics, psychology, and AP Human Geography, AP World History, AP European History, AP American History, AP American Government, and AP Psychology. Students gain insight and perspectives in the global community by participating in ePals and communicating with international students.

World Language Programs include levels I-IV with honors credit for levels III and IV. AP courses are available in AP Spanish Language. Our students consistently score above the national average on AP Spanish exams. Academic clubs, fairs, and competitions increase language proficiency. Rotary International partners with our school to send select eleventh grade students to other countries to master new languages and experience different cultures. This year our students have been chosen to spend a year abroad in Denmark, France, Japan, Italy, and Taiwan.

Performing Arts include well developed programs which foster artistic and musical creativity. Our school offers all levels of Band and Chorus culminating in an AP Music Theory class. Students have an opportunity to develop artistic skills through numerous art courses with "hands-on" lessons in Ceramics I-III, Drawing & Painting I-III, Portfolio I-III, and AP Studio Art 2-D Design.

Our advanced technology curriculum provides updated software and programs allowing students to master the universal language of technology. All students take three technology courses in sequence preparing students to be successful in a global community. International Business students create their own mock international companies and learn of international financing while web design students develop web sites and learn the art of global marketing. Computer programming students master the skill of writing programs for international communication.

Pompano Beach High School has a mission to prepare students to enter the world as "global citizens." Each and every area of our curriculum is working toward fulfillment of this important pledge.

## **2b. (Secondary Schools) English:**

The English Language curriculum at Pompano Beach High School focuses on college preparatory skills infused with technology. Students read several major works in each year of the curriculum and design projects that combine traditional reading and writing with technology and higher-order thinking. Projects are then displayed throughout the school to promote a culture that appreciates reading.

All students are expected to complete summer reading assignments, generally recent young adult fiction accessible and inviting to readers of all levels and interests. Our students spend 20 minutes a day in school-wide silent sustained reading. This program, Tornado Time Out, is designed to foster a love of reading and to increase reading achievement. Students have access to books for Tornado Time Out from our Media Center and classroom libraries. Teachers conduct book-talks periodically to allow students to discuss their opinions.

Students practice a variety of writing tasks in their core classes: monthly test prompts, research papers, rhetorical modes, and real-world writing tasks. Department members collaborate frequently on holistic scoring according to standardized rubrics; however, our writing assignments are not merely test preparation. We also assign a variety of creative and professional writing tasks from web pages to book reviews; from poetry to video scripts to business letters and resumes. Students are also encouraged to submit original literary works to the Broward County Literary Fair competition and to the school literary magazine.

Students scoring below grade level on the state reading test take one or two courses in reading each year in addition to their regular core English class. All students complete daily instructional focus assignments that focus on a specific reading benchmark (e. g., stating the main idea, defining words in context, using reference and research), and data from assessments are continually analyzed to determine remediation and extension activities during class and after school.

## **3. Additional Curriculum Area:**

Part of our mission at PBHS is to prepare our students to become global citizens with 21st Century skills. We do that by infusing our international theme and the latest technology throughout the curriculum. One of the ways we accomplish this task is through GLIDES, a project that promotes the integration of technology into the learning process by empowering students to explore our planet using technology. The Global Learning Initiative for the Digital Education of Students gives our students the opportunity to utilize technology to communicate with students around the world. PBHS students have collaborated with students in China on a trade project and students in Africa on a global music project. The project integrates five diverse curriculum areas into a fun, practical learning experience.

Students are involved in the Mersin Project, where teams of PBHS web design students have paired with students at a high school in Mersin, Turkey. Both groups of students are working together to create an educational website for submission to the ThinkQuest contest sponsored by Oracle Corporation. PBHS web design students also participate in various podcasting projects, including using iPods to help our local

elementary school students with reading and another elementary school in chronicling their field trip to Everglades National Park.

We have been recognized by Apple Corporation as an Apple Distinguished School for our integration of technology in the classroom and have received the Ethyl Percy Argus Award for Innovation in Education. We have also been selected as a semifinalist for the Goldman Sachs/ Asia Society Prize for Excellence in International Education.

#### **4. Instructional Methods:**

In order to meet the diverse needs of our students, PBHS employs numerous instructional strategies. To customize the learning experience, teachers are trained to use a district-licensed software program called Virtual Counselor (VC). The software allows our teachers to analyze each students state exam results and to identify strand specific areas where the student may need help. Students also gain ownership of their own education by following the same process; small groups of students are brought to our media center and taught how to use VC to analyze their strengths and areas for improvement in preparation for the next state exam.

Students are also instructed in the use of FCAT Explorer, another web-based program that allows them to improve their achievement level by targeting those areas where they are having the most difficulty. In a small group environment, students are shown how to access the software, take advantage of its many features, and apply what they learned to bettering their results.

We also spend considerable time with those students whose standardized test scores place them in the lower quartile. These students are given additional help in the form of tutorials and enrichment activities.

Other innovative instructional strategies include:

- GLIDES- The Global Learning Initiative for the Digital Education of Students gives our students the opportunity to utilize technology to communicate with students around the world. PBHS students have collaborated with students in China on a trade project, students in Africa on a global music project and students in Turkey on a web design project.
- Students in our world history, global studies, international business, international finance and law, and AP Human Geography classes are communicating with each other and their teachers using blogs and wikis. Teachers post a weekly blog question where students and staff discuss and debate local, national and international topics that require students to use the critical thinking skills they laerned previously.
- Teachers use ePals, a global community of collaborative learners, teachers, and academic experts in over 200 countries and territories, to create opportunities for PBHS students to communicate and share ideas with students around the globe.

#### **5. Professional Development:**

- All teachers at PBHS have received training in Lawrence Lezotte's "Seven Correlates of Effective Schools", "The Eight Step Instructional Process" and Robert Marzano's "Nine High Yield Strategies". These processes, including data disaggregation, instructional focus, assessments, enrichment, and tutoring drive classroom instruction.
- Collegial Conversations - Teachers are required to attend monthly collegial groups to discuss issues related to improving student achievement. Discussion groups include international theme integration, reading, writing, math, science, and National Boards.
- DETA 1 and DETA 2 - The Digital Education Teacher Academy (DETA) is a graduate-level course where teachers are immersed in hands-on experiential activities designed to improve student

achievement in reading, mathematics, and science and how to use that technology to incorporate our international theme into their curriculum. Educators learn strategies for integrating technology that can be incorporated into daily practice. DETA 2 offers teachers an opportunity to learn additional instructional techniques for infusing technology and our theme throughout their curriculum, using such software and hardware as iPhoto, Movie Maker, iMovie, digital cameras, podcasting and Garage Band. More than 80% of PBHS teachers are DETA 1 and/or DETA 2 certified.

- The International Curriculum Integration Committee, (IC)2, is charged with helping teachers infuse our international content throughout the curriculum. The committee meets monthly and publishes a weekly bulletin with links to international sites that teachers can use in the classroom, plus an interesting international fact of the week. Once a month, (IC)2 holds a "World Wednesday" workshop that teachers can attend during their planning period. At these workshops, teachers receive hands-on practice creating lesson plans that incorporate a world perspective. Special attention is given to infusing global viewpoints into non-traditional classes, such as math and science. Attendance at these workshops counts towards the teachers' inservice record for re-certification.
- PSD (Professional Study Days) - PBHS has four Professional Study Days where teachers work in small groups to collaborate on various topics related to student achievement and theme integration.

## **6. School Leadership:**

The PBHS Leadership Team is made up of the principal, four assistant principals, magnet coordinator and guidance director. The assistant principals are each responsible for managing specific aspects of the school's operation: curriculum, facilities, operations, etc. The team meets every Monday to discuss issues regarding school policies and procedures, curriculum, instructional strategies, and students/ staff issues. Following a general discussion, each team member shares information regarding their area of responsibility.

As the instructional leader of the school, our principal is responsible for overseeing the implementation of policy as set by the district, as well as creating the culture that makes PBHS such a special place for our students. To achieve success in the 21<sup>st</sup> Century, students must have the ability to work together, think critically, solve real world problems, and communicate effectively while meeting rigorous curriculum standards. His role is to lead the school-wide transformation that is needed for teachers to customize their delivery of instruction to meet the needs of our "digital natives".

The scope of our varied initiatives reflect the input of an exceptional, fully certified faculty and staff, whose credentials exceed state and national standards. Through them is a continuous effort to enhance such programs as our mandatory Summer Reading initiative, Tornado Time Out (daily sustained silent reading for all PBHS), and the Principal's Book Club. F.I.R.S.T. (Freshman Institute Reaching for Success as Tornadoes) introduces our new students into our culture and our GLIDES (Global Learning Initiative through Digital Education) program allows teachers to incorporate a standards-based, project-driven presentation into their own curriculum, utilizing the vast opportunities afforded by the latest technology.

The principal plays a key role in establishing and maintaining quality relationships with schools, businesses, and the community which are essential in providing our students with experiences outside of the classroom. HSBC Bank, the Florida Panthers Hockey Team, Pompano Beach Chamber of Commerce, Exchange Club, Interact Club, Pompano Beach Elementary School, City of Pompano, and Boys and Girls Club are some of the diverse organizations that not only share their resources but also benefit from our students' talents.

We actively seek grants to maintain additional academic programs including the Academic Achievement Academy (AAA), and provide year-long curriculum support in reading and mathematics. Our unique four-day work week allows implementation of on-campus dual enrollment courses, student tutoring, and exceptional extra-curricular activities that put PBHS, "Above and Beyond."

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 10

Test: FCAT

Edition/Publication Year: 2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	96	95	91	86
% Advanced	76	72	69	55	50
Number of students tested	291	359	337	239	222
Percent of total students tested	100	99	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	99	96	96	91	76
% Advanced	70	67	67	51	43
Number of students tested	81	97	98	65	49
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	96	92	91	89	75
% Advanced	67	87	61	46	43
Number of students tested	75	105	77	64	57
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	100	93	96	97	84
% Advanced	84	83	69	50	39
Number of students tested	31	40	51	38	33
<b>4. (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	100	100			
% Proficient plus % Advanced	92	79			
Number of students tested	13	14			

Notes:



Subject: Reading

Grade: 10

Test: FCAT

Edition/Publication Year: 2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	73	67	60	45	49
% Advanced	39	33	27	20	18
Number of students tested	292	360	337	239	223
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	67	59	54	29	43
% Advanced	34	24	24	8	14
Number of students tested	82	98	98	65	49
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	62	55	49	38	46
% Advanced	31	25	20	14	18
Number of students tested	76	104	77	64	57
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	71	64	65	34	36
% Advanced	48	27	36	16	15
Number of students tested	31	45	51	38	33
<b>4. (specify subgroup): Multiracial/Ethnic</b>					
% Proficient plus % Advanced	85	79			
% Proficient plus % Advanced	41	43			
Number of students tested	11	14			

Notes:

Subject: Mathematics

Grade: 9

Test: FCAT

Edition/Publication Year: 2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	99	95	97	93	89
% Advanced	79	65	63	57	49
Number of students tested	345	306	396	357	234
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	99	97	97	97	87
% Advanced	79	61	58	55	48
Number of students tested	99	78	98	103	62
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	100	98	94	90	86
% Advanced	66	58	55	48	38
Number of students tested	70	80	117	88	63
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	99	98	96	94	86
% Advanced	82	69	73	59	21
Number of students tested	66	41	55	52	34
<b>4. (specify subgroup): Multiracial/Ethnic</b>					
% Proficient plus % Advanced	100	100	100		
% Proficient plus % Advanced	91	92	93		
Number of students tested	11	12	14		

Notes:

Subject: Reading

Grade: 9

Test: FCAT

Edition/Publication Year: 2008

Publisher: Florida Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	86	81	79	62	57
% Advanced	43	41	32	26	22
Number of students tested	345	307	398	358	234
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	81	73	75	57	48
% Advanced	34	32	21	22	14
Number of students tested	99	78	113	103	62
<b>2. Racial/Ethnic Group (specify subgroup): Black</b>					
% Proficient plus % Advanced	79	78	74	53	49
% Advanced	30	38	24	18	16
Number of students tested	70	80	117	88	63
<b>3. (specify subgroup): Hispanic</b>					
% Proficient plus % Advanced	83	85	75	69	41
% Advanced	41	46	32	34	12
Number of students tested	66	41	55	52	34
<b>4. (specify subgroup): Asian/Pacific Islander</b>					
% Proficient plus % Advanced	91	75	100		
% Proficient plus % Advanced	64	50	13		
Number of students tested	11	12	15		

Notes: